DOCUMENT RESUME

ED 090 791 FL 005 350

TITLE	Cartel: Annotated Bibliography of Bilingual Bicultural Materials, No. 11.
INSTITUTION	Education Service Center Region 13, Austin, Tex.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
PUB DATE	Nov 73
NOTE	21p.; Publication of the Dissemination Center for Bilingual Bicultural Education
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Audiovisual Aids; Biculturalism; *Bilingual Education; Bilingualism; *Classroom Materials; Educational Resources; Instructional Aids; *Instructional Materials; Instructional Media; Resource Materials; Spanish
IDENTIFIERS	Elementary Secondary Education Act Title VII; ESEA Title VII

ABSTRACT

This booklet contains an annotated listing of instructional materials for use in bilingual-bicultural programs. Each entry includes the following information: title, author or developing agency, name and address of the publisher, publication date, number of pages, language(s) used, intended audience or level, and a descriptive statement. Any information omitted was not available at press time and may be requested from the publisher. Entries are listed alphabetically by title. (SK)

ED 090791

CARTEL

ANNOTATED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS No. 11

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NOVEMBER, 1973

DISSEMINATION CENTER
FOR
BILINGUAL BICULTURAL EDUCATION

6504 Tracor Lane
Austin, Texas 78721
(512) 926-8080

CS 500 350

The material reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The Dissemination Center for Bilingual Bicultural Education is a special E.S.E.A. Title VII project funded by the U.S. Office of Education through the Education Service Center, Region XIII. The opinions expressed herein do not necessarily reflect the position of the Center or of the Education Service Center, Region XIII.

This publication was developed and printed with funds provided by Title VII of the Elementary and Secondary Education Act of 1965. Therefore, it is in the public domain and may be reproduced for local use.

Dissemination Center
for
Bilingual Bicultural Education
Juan D. Solís, Director

Education Service Center, Region XIII
Austin, Texas 78721

Joe Parks, Executive Director

SUBSCRIPTION INFORMATION

CARTEL – *Annotated Bibliography of Bilingual Bicultural Materials* is published monthly by the Dissemination Center for Bilingual Bicultural Education. The December issue is cumulative for the preceding calendar year and includes an Index. Subscription year: July-June. All Programs funded under Title VII ESEA automatically receive a yearly subscription free of charge. Additional yearly subscriptions, and subscriptions for persons or institutions other than Title VII ESEA, $10.00. The Cumulative issue (December) may be purchased separately at $3.70 per copy. All subscriptions are due and payable in advance, by check or purchase order. Editorial communications and materials for inclusion should be addressed to CARTEL, C/O Research Librarian, Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. This material is not published under copyright, it is in the public domain and may be reproduced for local use.

INTRODUCTION

CARTEL is designed to serve as an informative listing for educators, librarians, and others interested in materials for use in bilingual, bicultural education.

The intent of this annotated listing is to share with bilingual, bicultural project personnel the information needed for making decisions in the acquisition of relevant materials for use in their programs. The descriptions will serve the purpose of informing objectively, rather than of recommending or disparaging items included. We include any materials received or suggested to us that are relevant. Where possible, the actual materials are viewed.

In each case the publisher is the source for further information; addresses are included.

A typical annotation includes information in the following order: Title, Author or developing agency, Name and address of the publisher, Publication date, Number of pages, Language(s) used, Intended audience or level, and a Descriptive statement. Any such information omitted was not available at press time and may be requested from the publisher. Entries are listed alphabetically by title.

A ☆ indicates materials published by or available from the Dissemination Center for Bilingual Bicultural Education. Fiscal procedures require prepayment or a purchase order in the amount indicated—no tax or postage should be added. RUSH orders will have the additional postage added on the invoice.

We will be most appreciative of your suggestions; project personnel and other readers are urged to submit pertinent materials information to the Research Librarian, Joanna F. Chambers, for inclusion in this publication.

CRITERIA FOR *RELEVANCE* AS DEFINED FOR SELECTION AND INCLUSION IN THIS BIBLIOGRAPHIC LISTING:

Categories 1 and 2 must apply in each case; one or more of categories 3-9 must also apply.

1. Material is published or available in the United States, its territories, or possessions
2. A source address is available to whom readers can direct inquiries and orders
3. Material is in a language in which a Title VII ESEA program is operating
4. Material is designed for use in the education of speakers of any language in which a Title VII ESEA program operates
5. The material is written in two or more languages, one or more of which is a language in which a Title VII ESEA program is operating
6. The material features ethnic groups or aspects of the culture of an ethnic group with which a Title VII ESEA program is operating
7. The material was developed, adapted or produced by, or for use in, a bilingual program
8. The subject of the material contributes to the training of staff to work with bilingual, bicultural, or non-English-speaking persons
9. The subject matter of the material is useful for furthering the progress or success of bilingual, bicultural programs

TABLE OF CONTENTS

AUDIOVISUAL MATERIALS

Early Learning Filmstrip Library 10
Estudiantina "El Cid" 11
Estudiantina "El Cid" On Tour 11
Fiesta Mexicana 13
Simple Concepts – Series I 18
Sing, Say and Speak Records – Spanish/English 18

CURRICULUM MATERIALS

Carrascolendas 8
Carrascolendas Teacher's Guide 8
La Comadre María, una comedia 9
La Familia de la Raza 12
Introducing English 14
Mi Ambiente y Yo – An Aural-Oral Activity Guide 15

LIBRARY RESOURCE

Los Animales del Parque 7
Benito Juárez – The Indian Boy Who Became President 7
La Cucarachita 10
Hay Otra Voz Poems 13
José's First Day at School 14
Miguel Hidalgo y Costilla – Padre de la independencia de México 15
La Navidad en el Barrio 17

PROFESSIONAL RESOURCE

Multicultural Bibliography for Preschool Through Second Grade 16
The Puerto Rican Community and Its Children on the Mainland 17
Topics on Bilingual-Bicultural Education 19

Los animales del parque. Arcadia López; illustrated by Harold Herrington. American Universal Artforms Corporation, P.O. Box 2242, Austin, Texas 78767. c.1973. 28pp. $1 50. Spanish: Primary Level.

This children's book takes the young reader (6 to 9 years old) and listener (3 to 5 years old) through a zoo, pointing out differences in size, shape, functions, body coverings, colors and habitat. Animals are compared with each other in a way that allows for imagination and discussion in the classroom; for example, tall and short are presented in "*Animales altos y animales bajos*" in the form of a giraffe (jirafa) and a badger (tejón). Another contrast is of a pelican (pelícano) and a kangaroo (canguro) in "*Animales con buches y animales con bolsas.*" Illustrations are black and white line drawings of about fifty animals.

Benito Juárez—The Indian Boy Who Became President. Story by Lilia López; illustrations by Beatriz (Bustamente). Developed by and available from: California State University at Fullerton, Bilingual Bicultural Education Program, Fullerton, California 92634. 1972. 24pp. $0.30. English or Spanish: Primary level.

Pen and ink drawings illustrate vividly and accurately the tenor of the very simple text. This is an outline-style biography of the first Indian president of Mexico, who grew up an orphan and was able to become educated and better the lot of the Mexican Indians. The booklets can be used as coloring books, to study the Mexican cultural heritage, or for bilingual storytimes when both language versions are used.

Carrascolendas. (Sixty 30-minute color TV programs in two series) Developed by Education Service Center, Region XIII, Austin, Texas (ESEA Title VII program, Mike Pool, Director). Available through: Vidtronics Company, Inc., 855 North Cahuenga Blvd., Hollywood, California 90038. 1970-1973. 16mm color films are $69.82 per thirty-minute program ($4,189.20 for the entire series); Sony color 3/4" U-Matic Videocassettes are $77.50 per program ($4,650.00 for the entire series). One free Teacher Guide is included for each series. Approximately 50% Spanish, 50% English: 5, 6 and 7-year old children.
Teacher Guides are available separately for each of the two 30-program series. For complete information, see below, *Carrascolendas Teacher's Guide*, and *Cartel* issue number 2 (February, 1973), p. 5.

This series, aimed at the young Mexican American child, is currently being televised nationally over PBS stations for the second year. The segmented format is used in presenting Spanish oral language development, Spanish reading, English as a second language, self-concept, Mexican American history and culture, science and math. The series has won several national awards, the most recent from UNICEF in October, 1973. The Center for Communication Research of the University of Texas has found the series to be "of significant importance in affecting academic performance and attitudes toward school."

Carrascolendas Teacher's Guide. (Second 30-program TV series) Carol Perkins, TV Curriculum Coordinator, Education Service Center, Region XIII, Austin, Texas; illustrated by Carolita (Perkins). Distributed by AusTex Duplicators, 118 Neches Street, Austin, Texas 78701. 1973. 170pp.

$5.50 (under 12 copies); $4.50 plus postage (12 or more copies). English and Spanish: Teachers, Grades K-2. Includes 55-page visual packet of puzzles, worksheets, photographs, charts, flashcards, posters and 40 classroom activities.

This profusely illustrated guide is designed to accompany the bilingual PBS television series *Carrascolendas*, currently available by videotape where not carried publicly. The contemporary visuals supplement a brief outline of each program in the series, and before- and after-show activities designed to reinforce the concepts presented. Music sheets for all songs are included; jokes, riddles, plays-on-words are sprinkled throughout. The program stresses the bilingual approach in developing language skills in science, math, culture and self-concept; examples include telling time, pronunciation and decoding skills.

La Comadre María, una comedia. Sylvia M. Domínguez, Ph.D.; cover illustration by Thelma McLain. American Universal Artform Corporation, P.O. Box 2242, Austin, Texas 78767. c.1973. 75pp. $5.95. Spanish: Junior or Senior High, Drama.

This modern three-act comedy has been produced at various age levels, as the dialogue is in the highly colloquial Spanish of the Southwest. Secondary teachers find it useful for developing oral language proficiency, drama (play production) and class discussion in Mexican American Studies. The story is of the elderly Comadre María, counsellor and matchmaker of the San Cuilmas barrio of Sal-Si-Puedes and her triumphs in working out the amorous adventures of the characters. Aids to study are the over 200 supplementary questions, a list of topics for conversation and composition, and an extensive Spanish-to-English Vocabulary.

La Cucarachita. Adaptado y traducido por Américo López-Rodríguez y Richard E. Contreras; ilustrado por Thelma R. Martínez y Bea Bustamante. (Developed by Whittier College Bilingual-Bicultural Education Programs.) Available from: Bilingual-Bicultural Education Program, California State University at Fullerton, Fullerton, California 92634. 1972. 20pp. $1.00. Spanish and English: Primary level.

The Spanish adaptation and its English translation of the old folktale are on the same page. They face large, red and blue watercolor illustrations on dark yellow paper. Designed to be used in a bilingual story-telling situation as pre-reading material to develop and expand listening and speaking skills. Primarily useful for Spanish-speaking children and for English-speaking children to learn Spanish, as the English translation is a bit stilted. The words and music for the song *"La Cucaracha"* are presented—again, the English translation is awkward but can serve a purpose, and can be sung to the same tune.

Early Learning Filmstrip Library. (Sound filmstrips) Shari Lewis and Jacquelyn Reinach; performed by Shari Lewis and Rita Moreno. Miller-Brody Productions, 342 Madison Avenue, New York, N.Y. 10017. 1970. $89.70 (Six color filmstrips accompanied by either six 33 1/3 rpm records or six cassette tapes, and a Teacher's Manual.) English/Spanish: Preschool, 1st and 2nd grades.

This set of six color cartoon-style filmstrips has been designed to help young children develop skills in listening, making observations, making inferences, recognizing opposites and cause and effect. Materials were adapted from

the McGraw-Hill Headstart Books by Shari Lewis and Jacquelyn Reinach. Lively narration, songs, and background music are appealing, as are the characters on the filmstrips. Filmstrip titles are: "*How do you do?*", "*The King and . . .*", "*Under the rainbow*", "*Ooo-loo the kangaroo*", "*Who gives us that?*" and "*Nimble B. Bimble.*"
The Teacher's Guide explains the use of each filmstrip and suggests other uses of visual and aural material. In "*Under the rainbow*" the stories were designed to help children recognize colors and rhymes; however, visual and aural portions may be used separately or in sections to teach a song, emphasize rhyming or reinforce color perception.

Estudiantina "El Cid".

Estudiantina "El Cid" On Tour. (Recordings) Performed by Calexico High School Students, Ann Horne, Director. Produced and available from: Calexico Intercultural Design, ESEA Title VII Bilingual Project, Harvey N. Miller, Project Director, Calexico Unified School District: P.O. Box 792, Calexico, California 92231. 1973. $3.75 (Each 12-inch 33 1/3 rpm record) or $5.50 for both recordings. Spanish and English: All ages.
Inserts contain words to all songs.

A performing group of high school students sing and play music of the traditional hispanic serenading unit known as the *estudiantina* or *tuna*. Guitars, mandolins, castanets, accordions, string bass and rhythm instruments provide accompaniment to songs which invite toe tapping and singing along. Some of the songs included are "*What color is God's skin?*", "*No tengo dinero*", "*Adelita*", and "*Serían las dos.*" Traditional Spanish folk songs, love

songs and humorous songs are authentically performed and rendered.

A manual on how to organize an estudiantina and musical arrangements appropriate for this ensemble prepared by Ann Horne and entitled *Forming an Estudiantina and Symbols of Music Notation* is available from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 at $2.50 per copy. For a more detailed description, see *Cartel* No. 9 (September, 1973), pp. 11-12. An Estudiantina Repertoire LAP (Learning Achievement Package) featuring musical arrangements and words for all the songs on both recordings is in preparation.

La Familia de la Raza. Jose Armas; illustrated by Walter Baca. Raza Associates, 2633 Granite, N.W., Albuquerque, New Mexico 78104. c.1972. 48pp. $1.50 (prepay). English: HS and College levels.

While this highly readable short treatise on the Mexican American familia can be read in one sitting, it can be used as a text for the secondary classroom or as a springboard for further study and discussion in any mature group. The main thrust is a contrast of the attitudes of Anglos and Chicanos toward the family's interrelationships and their quite different perspectives on Life, Land, and Human Dignity. Emphasis on the positive aspects of the Chicano perspective and heritage contribute toward feelings of worth and self-esteem in the Mexican American reader.

Fiesta Mexicana. (Recording) Mexican Fiesta Singers. Dr. Morris E. Carson, Director; musical arrangements by Richard Jackson. Mexican Fiesta, Inc., 8610 Oakcroft Dr., Richmond, Virginia 23239. $4.98 plus postage (stereophonic 12-inch LP recording). English and some Spanish (SSL). All ages.

Popularized music of Mexico is featured here with Anglo collegiate singers performing *"South of the Border"*, *"Guantanamera"*, *"La Cucaracha Cha Cha Cha"* and others with guitar, electric bass and maracas accompaniment. The accent is American. Bands do not separate the songs; rather, they are linked by narration. Words for all the songs are provided with the recording.

Hay Otra Voz Poems. Tino Villanueva. Editorial Mensaje, 125 Queen Street, Staten Island, N.Y. 10314. c.1972. 48pp. $2.00 (prepay). Spanish and English: Secondary-College levels.

This collection of 30 poems was written by Tino Villanueva, a Chicano Texan, during 1968 through 1971. Some poems are in Spanish, some in English, some in Chicano; all express universalities, many specific expressions of the poet's former and current conditions (migrant, U.S. Army, college student, poet, professor.) The three divisions of this small book are entitled I Por-Ejemplo, Las Intimidades, II Pausas de Ayer y Hoy, and III Mi Raza. The flavor is hopeful, of a confluence of life and cultures.

Introducing English. Louise Lancaster. Houghton Mifflin Company, 110 Tremont St., Boston, Massachusetts 92107. c.1970. 294pp. English: Primary level.
Contains Teacher's Guide, 35 duplicating masters, 316 picture cards.

Introducing English is an oral program of 28 lessons prepared for teachers of 4-, 5- and 6-year-old children who are learning English for the first time (ESL). This is planned as an intensive oral program lasting from two to three months. The Manual combines normal pre-school activities with planned content and proven methods of teaching English as a second language, although it can be used with English-speaking children as well. Two different plans would be used to allow for this, particularly in the beginning months. The method emphasizes the ability to speak and understand English by stressing language patterns before a child is expected to read or write it. The program also emphasizes the importance of insuring that the child retain pride and security in his native language and culture by urging teachers to accept, utilize and show interest in what he already knows.

José's First Day at School / El Primer Día de Escuela de José. Juan Telles Griego, edited by Geraldine Ball. Order from the author: Juan T. Griego, P.O. Box 5726, Sherman Oaks, California 91413. c.1973. 52pp. $1.95. Spanish-English: Preschool-1st grade.

This large coloring book is designed to ease children into the routine of a typical school day. Twenty-seven left-hand pages feature objects and activities in a morning-to-afternoon sequence; large print descriptive words are presented

side by side in Spanish and English. Although the child cannot be assumed to be the reader, pronunciation suggestions appear under each word in parenthesis for monolingual adults. An example is "Madre y Padre (Mah-dre ee pah-dreh)" and "Mother and Father (mad-er end fa-dur)." The left page features a large, pleasant line drawing; the facing page is blank, except for a discussion statement suggesting the child should draw a similar scene depicting himself or herself in the space provided.

Mi Ambiente y Yo—An Aural-Oral Activity Guide. Estella Canales, Inés García, Olivia Garza, and Viola Godoy, Corpus Christi Public Schools; illustrated by Carolita Perkins. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721. 1973. 244pp. $4.00. Spanish with English: Preschool.

This project-developed and tested aural-oral guide is designed especially for use at the preschool and kindergarten levels. It is designed for the teacher of Spanish-speaking children as a series of lesson plans or scripts around such topics as school, the family and pets. Vocabulary enrichment, syntactical drill patterns, and pronunciation and intonation exercises are provided. The book uses songs, games and folklore of the Spanish-American culture to promote the child's knowledge of and pride in his heritage.

Miguel Hidalgo y Costilla—Padre de la independencia de México. Story by Lilia López; illustrated by Beatriz (Bustamente). Developed by Whittier College Title VII

Bilingual Programs. Available from the Bilingual-Bicultural Education Program, California State University, Fullerton, Fullerton, California 92634. 1971. 32pp. $0.20. Spanish or English version: Primary level.

In extremely simple narrative style, the biography of the Mexican revolutionary hero-priest is outlined. Half of the book's pages are dedicated to depicting the boyhood and background of Padre Hidalgo; the treatment of the Indians by Spanish soldiers is given as the cause for the struggle for independence. Pen and ink drawings illustrate for the young child this story which is useful also as a simple explanation of the holiday known as the dieciseis de septiembre. Adaptable for bilingual story sessions by using the two language versions.

Multicultural Bibliography for Preschool Through Second Grade. Margaret S. Nichols and Margaret N. O'Neill. Multicultural Resources, P.O. Box 2945, Stanford, California 94305. c.1972. 48pp. $2.00. English: Educators and Parents (PK-2).

This is a listing of the early childhood sections of an exhibit collection which is available on loan for conferences, workshops and other exhibits. The collection was assembled by the authors during 1971 and has been displayed extensively since that time. The listing is not annotated; the author, title, publisher, date of publication, and price are given, and lists of distributors and their addresses are provided. Sections include: Black cultures, Spanish-speaking cultures, Asian American cultures, Native American cultures, Multicultural, Pictures and Posters, Materials for Teachers and Parents, Multiethnic Bibliographies, Directory of Publishers, and a Title Index.

La Navidad en el Barrio. Story by Jennie Galvan; illustrations by Beatriz (Bustamante). Developed by the Whittier College Title VII Bilingual Programs. Available from: Bilingual-Bicultural Education Program, California State University, Fullerton, Fullerton, California 92634. 1972. 32pp. $0.30. English or Spanish version: Primary level.

A little girl's account of the Posada celebration at Christmastime in a Mexican barrio in California. The entire community is shown as participating in such holiday activities as choosing the children who will play the parts of Joseph and Mary, playing the musical accompaniment to the peregrinación, and preparing the traditional foods and the piñata. A warm feeling of participation and happiness come through the child-like narrative and the charcoal illustration. Can be easily used for a bilingual story session by using both lang age versions.

The Puerto Rican Community and Its Children on the Mainland. Francesco Cordasco and Eugene Bucchioni. Scarecrow Press, P.O. Box 656, Metuchen, New Jersey 08840. c.1972. 465pp. $10.00. English: Professional Resource.

This is a revised and expanded version of a 1968 publication. It is presented as a comprehensive source book for the Puerto Rican experience on the mainland, comprising a variety of points of view, mostly scholarly. The collection of 39 readings brings together in Part I articles which deal with aspects of Puerto Rican culture; Part II deals with the Puerto Rican family; Part III with the Puerto Rican experience on the mainland (conflict and aculturation), and

Part IV with the experience of Puerto Rican children in North American schools. The extensive bibliography has been augmented with selected references.
Appendix I—Puerto Rico: *A Summary in Facts and Figures* (13pp.)
Appendix II—Studies of Puerto Rican Children in American Schools: *A Preliminary Bibliography* (27pp.) (to 1967)
Appendix III—Selected Additional References (1968+)

Simple Concepts, Series I. Malcolm Wittman, photographer. Distributor: Hudson Photographic Industries, Inc. Irvington-on-Hudson, New York 10533. 1968. $7.50 each single title, $28.50 for the series of four. Silent: Preschool, lower primary levels.

Each title in this set of filmstrips is centered on a concept of shape, and is designed to provide a stimulus to class discussion. Color photographs of everyday items illustrate each strip. Concept topics are described in the titles of the filmstrips: *What's Straight, What's Square, What's Round,* and *What's Curvy.*

Sing, Say and Speak Records—Spanish/English. (Recordings) Songs by Selma Rich Brody, Spanish lyrics by Elena Paz; Spanish adaptation by Elena Paz and José Fernández Romero. Miller-Brody Productions, Inc. 342 Madison Avenue, New York, N.Y. 10017. c.1973. $13.00 (Two 33 1/3 rpm records, Teacher's Manual with words in both languages.) English and Spanish: Preschool, Lower Primary.

Six songs, of varying difficulty, are sung in Spanish and English with guitar accompaniment. Some phrases and words are pronounced before-hand by the narrators, but not all the phrases listed separately in the booklet are pronounced, making it difficult for the teacher to anticipate the narrators. There are other variations, as well, between the written and spoken wording. Several songs are pitched too high or too low for young children to sing along comfortably. Words for all the English songs are right-side-up in the booklet; the Spanish words are found by turning the booklet upside down and reading from the other direction. Comparisons between the two languages are therefore awkward. The music is sprightly; male and female singers' voices are both used in these recordings.

Topics on Bilingual-Bicultural Education. Henry W. Pascual, Director, Bilingual-Bicultural Communicative Arts Unit. New Mexico State Department of Education: Bilingual Bicultural Communicative Arts Unit. Santa Fe, New Mexico 87501. 1973? 36pp. English: Professional Resource. Publication financed by Title IV, Public Law 88-352 from U.S. Office of Health, Education and Welfare.

Three prominent Southwestern educators prepared articles for this publication relating to language, culture and education of children in bilingual programs. Sabine R. Ulibarrí, Professor of Language and Literature at the University of New Mexico, contributed the article *"Cultural Heritage of the Southwest"*, which contains a plea for the preservation of Spanish as a key to the teaching of Hispanic culture to children. Theodore Andersson, of the Foreign Language Education Center, of the University of Texas at Austin, wrote *"Bilingual Education: The American Experience."* He reviews social and legislative experiences

in bilingual education and attributes slow expansion in the field to doubt in many communities that the maintenance of non-English languages is desirable, as well as to problems of shortages of bilingual teachers, materials and funds. Six pages of "*References*" for further reading follow the article. "*Social Class of Culture?— A Fundamental Issue in the Education of Culturally Different Students*", was presented by Frank Angel, President of New Mexico Highlands University. Angel states that "we should use culture and cultural differences as starting points . . ." The final article, also by Angel, shows there has indeed been a revision, even in his own thinking, of previous assumptions in "*Cultural Versus Deficit Factors in Educational Programming for Culturally Different Students.*"

STAFF

Juan D. Solís, Director

Blanche Armendáriz, Editor

Joanna F. Chambers, Research Librarian

Sarah D. Frey, Assistant Editor

Elisa de Leon Gutiérrez, Bilingual Curriculum Specialist

Pam Harper, Editor

Stephan L. Jackson, Internal Evaluator

Elsa Sánchez de la Vega-Lockler, Editor

Jan Anderson, Distribution Clerk

Susanna Cortez, Distribution Clerk

Dahlia Z. Lopez, Clerk-Typist